



2010

STUDENT PROGRAM CURRICULUM TEMPLATE & GUIDE

Host Institution	Southern California Council of Chinese Schools	
Program Name	STARTALK SCCCS West LA Chinese Language for Grade 3-5 – “Let’s Go To the Golden Mountains”	
Language(s)	Chinese	
Age of Students	8 - 11	
Target Proficiency Level	Novice Med	
Program Setting	Residential____	
	Non-residential__ <u>X</u> __	
	Distance/Online Component____	
	Other____ (Please specify)	
Duration	Weeks: 5 weeks	Contact Hours: 80 hours
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A. Brief Description of Program (no more than 150 words)

Provide an overview of your program. What will students experience during the program and what do you hope that your students will remember and be able to do after the program ends?

You may find it easier to respond to this question after completing the sections on Program Theme, Unit Subthemes, Standards and Expected Outcomes and Specific Knowledge and Skills.

“Let’s Go to the Golden Mountains” (3rd Grade – 5th Grade) is designed for elementary school students learning Chinese through the 2nd Grade California Social Science Framework that covers —*People Who Make a Difference* : Our Parents, Grandparents, and Ancestors from

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Long Ago and People from Many Cultures, Now and Long Ago. In this program, we will focus on the Chinese Immigration history. Students will make a compare and contrast on their daily life with their grandparents; i.e. games they play, food they eat, clothes they wear and school schedule they have. In addition, teachers will use the elements from Lawrence Yep's "The Journal of Wong Ming-Chung" to extract the historical background of the late 19th Century Chinese American immigration. Students will use the resource provided by teacher to make comparison between their daily life with Wong Ming-Chung. At the end of this program, students will be able to describe their daily life on games they play, food they eat, clothes they wear and school schedule they have in Chinese. In addition, they will be able to make small books to compare and contrast of their daily life with their grandparents and Chinese immigrants from late 19th Century.

B. Program Theme

This is the umbrella theme that frames the curriculum and provides context for language and culture learning.

Things Happened Long Ago and Things Happened Yesterday

C. Unit Subthemes

What are the subthemes that will address different aspects of the umbrella theme? These subthemes will facilitate student learning and enable students to demonstrate what they have learned.

	Subthemes
Unit 1	Family
Unit 2	Leisure, Hobbies and Activities
Unit 3	School, Classroom, and Schedules
Unit 4	Food, Meals, Restaurants
Unit 5	Shopping, Clothes, Colors and Sizes

D. Standards and Expected Outcomes

What will students know and be able to do in the target language and culture? Identify what students will do in terms of the standards. Ideally, all standards will be addressed, but there may be exceptions depending on the type of program that is being offered.

Goals	Standards	Students Can...
Communication	1.1 Interpersonal	<ul style="list-style-type: none">• Introduce themselves and others• Use formulaic language to exchange information about their family members• Express like and dislike on toys and games

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		<ul style="list-style-type: none"> • Exchange information on daily schedule such as what time do you get up, go to school, eat lunch, go home. • Express like and dislike about food.
	1.2 Interpretive	<ul style="list-style-type: none"> • Read food items and price on menu such hamburger, coke, fried rice, fried noodle. • Read toy and game items on price list.
	1.3 Presentational	<ul style="list-style-type: none"> • present artifacts (photographs, physical item) from their family members (grandfather/ grandmother) • narrate and explain what grandfather did and what student do now (food for breakfast, toys, clothes, schools.)
Cultures	2.1 Practices	<ul style="list-style-type: none"> • recognize similarities and differences what family members did in the past and what students do now.
	2.2 Products	<ul style="list-style-type: none"> • recognize similarities and difference what family members had in the past and what students have now.
Connections	3.1 Knowledge of Other Disciplines	<ul style="list-style-type: none"> • use Chinese to differentiate between things that happened long ago and things that happened yesterday. <ol style="list-style-type: none"> 1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. 2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians. 3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard). 4. (California History- Social Science Framework Grade 2 Standard 2.1)

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	3.2 Distinctive Viewpoints	<ul style="list-style-type: none"> Use Chinese to exchange information on what family members did in the past and what they do now.
Comparisons	4.1 Nature of Language	<ul style="list-style-type: none"> Students notice major contrasts between Chinese and their own language, e.g., students can use past tense indicator such as “了”, time “小時後” for past tense.
	4.2 Nature of Culture	<ul style="list-style-type: none"> discover cultural differences ranging from everyday customs and habits.
Communities	5.1 Beyond the School Setting	<ul style="list-style-type: none"> Use the language to communicate with peers Use simple language to communicate with community members
	5.2 Life-long Learners	<ul style="list-style-type: none"> Continue the Chinese language learning in the school or community heritage schools.

E. Specific Knowledge and Skills

What specific linguistic, cultural, and other subject matter knowledge and skills will students be learning as they work with this theme? (e.g., language functions, cultural knowledge/practices/perspectives, knowledge related to subject matter or concepts.) Identify what students will do in terms of, but not limited to, Linguafolio-like Can Do statements that are aligned with the Standards for Foreign Language Learning in the 21st Century.

Thematic Knowledge and Skills	
Students Can	Students Use
<ol style="list-style-type: none"> greet others and introduce themselves exchange personal information using simple phrases and short sentences engage in conversations using memorized phrases. exchange information about familiar things in a culturally authentic way. handle short social interactions using memorized expressions. associate products, practices, and perspectives with the target culture. use age-appropriate Chinese sources to learn topics of personal interest write learned simple words. 	<p>Formulaic language to lists, memorized expression, signs, and phrases, name, identify learned words and phrases, and discrete elements of daily life in the following examples.</p> <ol style="list-style-type: none"> Say Good morning and Good Bye. Say their names and age. List games, toys they like to play; food they like to eat, clothes they wear, class schedule they have. Ask peers on what they games they like to play, food they like to eat, clothes they wear and class schedule they have. Interview family members (grandfather/grandmother) to find out games they played, food they ate, clothes they wore, and schedule they had in school. Interview teacher learn about Chinese children on games they play, food they eat, clothes they

	wear and school schedule.
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F. End of Program Performance Tasks

What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Indicate how students will be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks.

- **Interpretive tasks** involve students in receptive communication of oral or written messages, in mediated communication via print and non-print material, or with listener, viewer, reader works with visual or recorded materials whose creator is absent.
- **Interpersonal tasks** require direct oral communication between individuals who are in personal contact or direct written communication between individuals who come into personal contact.
- **Presentational tasks** require students to engage in productive communication using oral or written language, produce spoken or written communication for people with whom there is no immediate personal contact or which takes place in a one-to-many mode, or author or create visual or recorded material for listeners or readers not personally known.

Interpretive tasks: Read menu, marketing materials on clothes items and toys/ games, school/ daily schedule.

Interpersonal tasks: ask and answer questions on family members, express like and dislike about games/ food/ clothes. Exchange information about their grandfather/ grandmother's childhood life on the topics of games/ food/ clothes/ school schedule.

Presentational tasks: Make family album, Make small books on the topics of compare and contrast of their life with their grandfather/ grandmother's life; i.e. game, food, clothes, school/ daily schedule.

G. Other Types of Assessment and Evidence of Learning

Other types of assessment and evidence of learning may include a wide range of activities and products that provide meaningful evidence of learning, such as dialogue journals, reflective journals, posters, LinguaFolio self-assessment, role plays, presentations of visual or performance arts, portfolios, audio portfolios, e-portfolios, research projects, or videos. Include some assessment or reflection about students' attitudes and perspectives toward the target language and culture.

Examples	Brief description
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<ul style="list-style-type: none"> • Family Album • What My Grandfather/ Grandmother Play and What I Play • What My Grandfather/ Grandmother Eat and What I Eat • What My Grandfather/ Grandmother Wear and What I Wear • What was My Grandfather/ Grandmother School Schedule and What Is My School Schedule 	<ul style="list-style-type: none"> • On a pre-made blank family album, students bring family members pictures. Students cut out the pictures and glue them on pages with proper Chinese characters indicated family members. • On a pre-made book, students write in simple sentences on food that grandfather/ grandmother ate and they eat. • On a pre-made book, students write in simple sentences on what grandfather/ grandmother wore and they wear. • On a pre-made book, students write in simple sentences on what was grandfather/ grandmother school schedule and their school schedule.
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H. Instructional Strategies

How will your program ensure that the following best practices are incorporated into your program?

Strategies	Examples
Use target language for instruction	There will be two teachers co-teaching in the classroom. The teacher who is teaching for the day will use Chinese language during teaching and English for direction of projects.
Facilitate student-centered learning	The lesson design will be based on students interest and age appropriate. Students will use manipulative tools such as vocabulary cards, pictures, drawing, role playing to complete language function tasks assigned by teachers. Students will bring the artifacts from their own families to compare their family members (grandfather/ grandmother) and compare grandfather/ grandmother's daily lives in the past with their own.
Ensure meaningful interaction in the target language	We will have two language teachers co-teaching one class. Co-teaching will best serve the needs of struggling learners. The partnership lowers the teacher-to-student ratio and provides comprehensive instruction for all students. In addition, students will be engage in pair or small group activities such as interview, exchange information.

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Integrate language, culture and content	Classroom environments are discourse-rich Chinese language and culture and will be integrated with the topics designed for this program; i.e. games, food, clothes, school schedule.
Differentiate instruction based on student need	For the co-teaching team, one teacher will served as the main teacher, the other teacher will serve as an assistant teacher. When differentiated instruction is needed, the assistant teacher will work with the small group. The small group could be either advanced students or students who need more support to complete the task.

I. Materials & Other Resources

Describe the primary resources that you plan to use for the program.

Resources	Description
Title of textbook, if applicable	There is no textbook used for this curriculum. Teachers will create their own teaching materials.
Realia / Authentic materials	Students' family artifacts, photographs. Pictures from Gold Rush Era.
Multimedia	Document reader, power point presentation, computer, projector.
Other	Resource Books: Journal of Wong Ming Chung by Lawrance Yep

J. Technology

If technology is part of your budget, how will that technology support instruction and enhance learning?

Technological Tools	Explanation
Computer	Teacher will be able to use computer to show students the power point presentation for the lesson.
Document reader	Teacher will use the Document reader to model students how to work on the worksheet.

For Your Reference

Standards for Foreign Language Learning in the 21st Century

Goal 1: Communication

Standard 1.1- Interpersonal Communication: Students engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions.

Standard 1.2 – Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 – Presentational Communication: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Goal 2: Cultures

Standard 2.1 – Practices and Perspective: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2 – Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Goal 3: Connections

Standard 3.1 – Knowledge of Other Disciplines: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 – Distinctive Viewpoints: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Goal 4: Comparisons

Standard 4.1 – Nature of Language: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2 – Culture: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Goal 5: Community

Standard 5.1 – Beyond the School Setting: Students use the language both within and beyond the school setting.

Standard 5.2 – Life-long Learners: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Communicative Modes

Interpersonal Mode

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meaning and intentions are being communicated. Adjustments and clarifications can be made accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or electronic mail messages.

Interpretive Mode

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, oral or written, must be distinguished from the notion of reading and listening “comprehension,” where the term could refer to understanding a text with an American mindset. Put another way, interpretation differs from comprehension in that the former implies the ability to “read (or listen) between the lines.”

Since the Interpretive Mode does not allow for active negotiation between the reader and the writer or the listener and the speaker, it requires a much more profound knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretations of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

Presentational Mode

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for active negotiation of meaning between members of the two cultures exists. Examples of the “one-way” writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines.

National Standards in Foreign Language Education Project (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press, Inc. pp. 36-38.